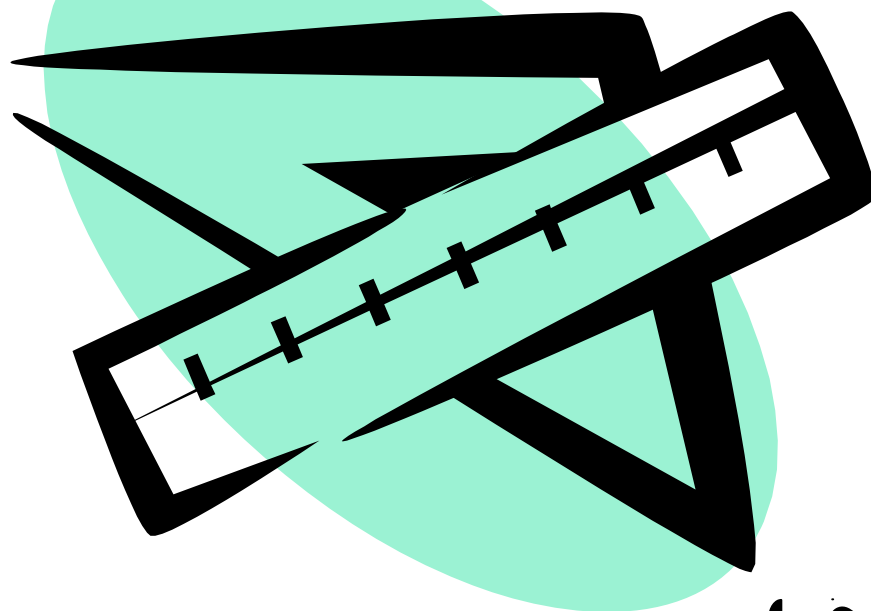


Special Education Annual Conference

*February 25-27, 2009
Nashville, Airport Marriott*

Measuring Up



Through Improved Outcomes



Department of Education December 12, 2008; Publication Authorization No. 331676; 1800 copies. This public document was promulgated at a cost of \$ 1.59 per copy.

Special Guests

Hank Bohanon has been a special education teacher in the Dallas Public Schools System. He has also served as Project Coordinator at the University of Kansas for the U.S. Department of Education, Office of Special Education Programs research on positive behavior supports. Dr. Bohanon is currently the program advisor for the special education program at Loyola University of Chicago and Director of the Center for School Evaluation, Intervention and Training at Loyola University. His research includes positive behavior support and universal design for learning in urban and suburban settings. His current research focuses on supports for secondary, high school settings and state level evaluation of practice.

Lake Rise Place got its start in the summer of 2008. The group is comprised of Elliott McClain (a 15 year old freshman at the Tennessee School for the Blind and from Mt. Juliet) on keyboards and vocals, Ramsey Tyson (an 18 year old sophomore at MTSU and originally from Cleveland, TN) on bass and Christian Kissinger (a 14 year old 8th grader at Merrol Hyde Magnet School in Hendersonville, TN and from Gallatin, TN) on drums. The group has performed at Dollywood, the Country Music Hall of Fame, MTSU events and Barnes and Noble. The group is hoping to be one of the groups selected to perform at the VSA International festival in 2010.

Dave Weber is an internationally recognized speaker, author and trainer in helping people make progress on purpose... and he has the track record to prove his techniques work. Since 1987, Weber has been one of the Country's most sought after speakers. Speaking over 130 times last year, his high energy and entertaining style have made him a crowd favorite. While his style might initially get him invited to present, it is his great content and timeless principles that get him invited back time and time again.

Ruth Wiseman is currently the Public Awareness Coordinator for Tennessee's Early Intervention System, a program within the Division of Special Education for the State of Tennessee. She holds degree in Special Education from the University of South Florida. As a special education teacher, she taught students from Kindergarten through high school, including those with autism and learning disabilities. Ruth has presented to school systems, university students, and community groups since 1992.

Regarding TASL Credit

At registration, you were given an attendance card and an action plan. Fill in all the blanks on the card, including your Social Security Number. The action plan must be completed by the end of the conference and turned in with your attendance card. The State now requires a sustainability plan where you must explain how you will sustain the initiatives presented at the conference.

Ten (10) hours of credit will be issued for attendance at sessions during the conference. You must attend six (6) breakout sessions plus all three (3) general sessions in order to receive your credit hours.

Everyone will be responsible for getting their attendance card signed by the facilitator in the sessions attended (the general sessions require no signatures).

At the end of the conference, return your attendance card and action plan to the Registration table in the main lobby. All sessions must be attended, because there will be no partial credit given. An attendee will receive the full ten (10) hours or no credit at all.

Conference at a Glance

Tuesday, February 24, 2009

4:00 - 7:00 pm Conference Registration

(Early Registration is strongly encouraged. Programs & materials will be available.)

Wednesday, February 25, 2009

7:30 am Registration Desk Open

7:30 – 9:30 am Coffee Break Ballroom Foyer

9:30 am – 12:00 pm General Session Nashville Ballroom

Welcome

Joseph E. Fisher, Assistant Commissioner of Special Education

Greetings from the Department

Dr. Tim Webb, Commissioner of Education

Keynote: “Overcoming Life’s Goliaths”

Dave Weber, Weber Associates, Atlanta, GA

12:00 - 1:30 pm Lunch (On Your Own)

1:30 - 2:45 pm Breakout Sessions

OUT OF THE BOX: Middle School Style

Area of Interest: Assistive Technology

Salon A

School Psychologists Embracing RTI - How We Do It!

Area of Interest: RTI

Salon B

**“Let’s Meet!” – Intervention Team How-To’s and
Data-Driven Decision Making**

Area of Interest: Assessment

Salon C

Compliance Monitoring

Area of Interest: Monitoring

Salon D

**(SWPBS) In TN: Essential Elements in the Design
and Delivery of Effective Tertiary Supports for
Learners with Challenging Behavior**

Area of Interest: Behavior

Salon E
2.5 hr.
Session

Wednesday, February 25, 2009

1:30 – 2:45 pm

Breakout Sessions Continued

| | |
|--|--------------------|
| A Model for Addressing the Needs of Students with Disabilities in Inclusive Settings <i>Area of Interest: Inclusion</i> | Salon F |
| There's More Than One Way to Do Pre-K <i>Area of Interest: Preschool/Early Childhood</i> | Salon G |
| STRIVE PROJECT: Supporting Teacher Rejuvenation of Inclusive Environments in Education <i>Area of Interest: Inclusion</i> | Salon H |
| First Steps to Transition Planning: What to do at the Middle School Level <i>Area of Interest: Transition</i> | Memphis |
| Dramatically Increase Student Reading Scores with Carbo Reading <i>Area of Interest: Reading</i> | Knoxville |
| Post Secondary Education for Individuals with Cognitive Disabilities – An update in Tennessee <i>Area of Interest: Transition</i> | Chattanooga |
| Guiding the Gifted Reader <i>Area of Interest: Gifted</i> | Jackson |
| Increasing Teachers' Expertise in the Classroom <i>Area of Interest: Inclusion</i> | Capitol I |
| BRAIN INJURY 101: How to Support Students With TBI – Part 1 of 2 <i>Area of Interest: Behavior</i> | Capitol II |

3:15 - 4:30 pm

Breakout Sessions

| | |
|---|----------------|
| Easy IEP and Federal Preschool Data Requirements <i>Area of Interest: Early Childhood</i> | Salon A |
| Protecting the Rights and Benefits of Children with Disabilities <i>Area of Interest: Transition</i> | Salon B |
| Revisiting Inclusive Practices at the Secondary Level by Focusing on Best Practice in Knox County Schools <i>Area of Interest: Inclusion</i> | Salon C |
| The 2% TCAP-MAS and Standards-Based IEPs: What Are They and How Will They Help Us? <i>Area of Interest: Assessment</i> | Salon D |

Wednesday, February 25, 2009

3:15 - 4:30 pm

Breakout Sessions Continued

Continuation: (SWPBS) in TN: Essential Elements
in the Design and Delivery of Effective Tertiary Supports
for Learners with Challenging Behavior
Area of Interest: Behavior

Salon E

Collaboration in Transition: Connecting the Dots
Area of Interest: Transition

Salon F

Co-Teaching in the Differentiated Classroom:
Some Assembly Required!
Area of Interest: Inclusion

Salon G

Highly Qualified, Licensure and Preliminary Report
Issues for Special Educators
Area of Interest: Licensure

Salon H

Social Skills Training for Students with Autism
Area of Interest: Autism

Memphis

Special Session for all BASE TN Grantees
Area of Interest: BASE TN

Knoxville

Writing IEPs for Gifted Students
Area of Interest: Gifted

Chattanooga

P.O.P. - Potential Opportunity Power
Area of Interest: Autism

Jackson

"Open Door to the World"
Area of Interest: Assistive Technology

Capitol I

BRAIN POWER: Kids on the Block Educational
Puppetry Program Part 2 of 2
Area of Interest: Behavior

Capitol II

4:45 - 6:00 pm Reception

Cumberland Ballroom

***~ Please join us for~
Entertainment by Lake Rise Place
Refreshments and Conversation***

Thursday, February 26, 2009

8:30 - 9:45 am

General Session

Keynote: "Key Components of School-wide Positive Behavior Supports"

Dr. Hank Bohanon, Loyola University of Chicago

9:45 - 10:15 am

Break

10:15 - 11:30 am

Breakout Sessions

Engaging Families: What We Have Learned
Area of Interest: Family Involvement

Salon A

"Behavior Services, A Balancing Act"
Please see "Note" in Program (pg. 20)
Area of Interest: Behavior

Salon B

It Takes a Team: Roles and Responsibilities of the Paraprofessional
Area of Interest: Inclusion

Salon C

Demonstrating Improvement for Indicator 13
(Mandatory Session for LEAs Monitored in 2008-09)
Please see "Note" in Program (pg. 21)
Area of Interest: Transition

Salon D

Evaluation, Eligibility and Re-evaluation
Area of Interest: Assessment

Salon E

Imagination Station Technology and Human Stations: The Best of Both Worlds
Area of Interest: RTI

Salon F

2009: The Year of Alternatives
Area of Interest: Alternative Education

Salon G

Private School/ Agency Monitoring
Area of Interest: Private Schools/Agencies

Salon H

Implementing a School-wide Behavior Program
Area of Interest: Behavior

Memphis

WhyTry? Innovative interventions that provide hope and motivate youth to overcome poverty, violence and failure.
Area of Interest: Behavior

Knoxville

Successful Schools in TN - Serving Economically Distressed Communities: What teachers, administrators and parents have to say
Area of Interest: Best Practices

Chattanooga

Transition to Real Life: Strategies for High School Students
Area of Interest: HS Transition

Jackson

Thursday, February 26, 2009

10:15 - 11:30 am **Breakout Sessions, continued**

Taking a School-wide Positive Behavior Support to Scale District-wide
Area of Interest: Behavior **Capitol I**

Using a TEAM Approach to Build Programs for Students With Autism
Area of Interest: Autism **Capitol II**

11:30 am - 1:00 pm **Lunch (On Your Own)**

11:45 am - 1:00 pm ****NEW THIS YEAR** Bonus Lunch Sessions**

"Learning Disability Eligibility Determination"
Area of Interest: RTI/Learning Disability **Memphis**

"K-5 Inclusion Plus"
Area of Interest: Inclusion **Knoxville**

"Step By Step to Transition"
Area of Interest: Inclusion/Transition **Chattanooga**

Accessing TennCare Dollars for Therapies and Related Services: The Role of Project TEACH in the Schools
Area of Interest: Health Services **Jackson**

1:00 - 1:30 pm **Networking and Vendor Opportunities**

1:30 - 2:45 pm **Breakout Sessions**

Disproportionality: What is it & what can I do about it?
Area of Interest: Disproportionality **Salon A**

Inclusive Service Learning: Giving All Students The Opportunity to Serve
Area of Interest: Inclusion **Salon B**

School-Wide Positive Behavior Support Practices: Teaching, Acknowledging and Redirecting Student Behavior
Please see "Note" in Program (pg. 26)
Area of Interest: Behavior **Salon C**

Early Childhood Outcomes Part I
Area of Interest: Early Childhood **Salon D**

TN Diploma Project Graduation Requirements
Area of Interest: High School **Salon E**

Job Training and Inclusive Practices: Education in a Business Setting
Area of Interest: Transition **Salon F**

Thursday, February 26, 2009

| | | |
|-----------------------|--|--------------------|
| 1:30 - 2:45 pm | Breakout Sessions, continued | |
| | Writing the Transition IEP <i>Area of Interest: IEP/Transition</i> | Salon G |
| | Utilization of a TIER Process for Behavioral Interventions <i>Area of Interest: Behavior</i> | Salon H |
| | A New Age in Audio Textbooks <i>Area of Interest: Assistive Technology</i> | Memphis |
| | Least Restrictive Environment for Students with Traumatic Brain Injury <i>Area of Interest: LRE/TBI</i> | Knoxville |
| | It Takes 2 to Tango: RTI Meets Positive Behavior Supports <i>Area of Interest: RTI</i> | Chattanooga |
| | Student Voices: What do high poverty youth say about their involvement in their educational programs? <i>Area of Interest: Transition</i> | Jackson |
| | Steer Your School toward Success with SIG Products <i>Area of Interest: Best Practices/SIG</i> | Capitol I |
| | Technology in the Inclusive Classroom <i>Area of Interest: Assistive Technology</i> | Capitol II |
| 2:45 - 3:15 pm | Break | |
| 3:15 - 4:30 pm | Breakout Sessions | |
| | Response to Intervention or Road to Insanity? <i>Area of Interest: RTI</i> | Salon A |
| | It is So Much Easier to Write! Self-Regulated Strategy Development and Writing Strategies <i>Area of Interest: Inclusion</i> | Salon B |
| | ELL and Students with Disabilities: Issues with Identification <i>Area of Interest: ELL</i> | Salon C |
| | Early Childhood Outcomes Part II <i>Area of Interest: Early Childhood</i> | Salon D |
| | The TN Rehabilitation Center Network Measures Up for Successful Transitions! <i>Area of Interest: Transition</i> | Salon E |
| | Disproportionality: "It Ain't What It Used to Be!" <i>Area of Interest: Disproportionality</i> | Salon F |

Thursday, February 26, 2009

3:15 - 4:30 pm

Breakout Sessions, continued

Preparing Students and Their Families for Transition
Area of Interest: Transition/Family Involvement

Salon G

Tourette Syndrome and Associated Disorders
In the Classroom
Area of Interest: Tourette Syndrome

Salon H

"Have You Heard?" Strategies for Promoting Listening Skills
Area of Interest: Best Practices

Memphis

Understanding Movement Differences Accommodating
Students with Autism and Severe Disabilities
Area of Interest: Autism

Knoxville

What is Assistive Technology? How to Implement AT
on a Shoestring Budget
Area of Interest: Assistive Technology

Chattanooga

Summer Programs for Children and Youth in
Nashville, Davidson County
Area of Interest: Transition

Jackson

Options for Home and Community Based Services
Area of Interest: Transition

Capitol I

Mental Health and Special Education: Working
Collaboratively to Ensure Student Success
Area of Interest: MH/SE Behavior

Capitol II

Friday, February 27, 2009

| | | |
|-----------------------|--|-----------------------|
| 7:15 - 8:30 am | Coffee Break | Ballroom Foyer |
| 7:20 - 8:20 am | Early Bird Session: TN Diploma Project Graduation Requirements (Repeat Session) <i>Area of Interest: High School</i> | Salon E |
| 8:30 - 9:45 am | Breakout Sessions | |
| | Parents as Partners: Empowering Parents in the Transition Process <i>Area of Interest: Transition</i> | Salon A |
| | Co-Teaching to Include ALL Students <i>Area of Interest: Inclusion</i> | Salon B |
| | Miracle-Gro for the Brain <i>Area of Interest: Inclusion</i> | Salon C |
| | Easy IEP Annual Update <i>Area of Interest: Easy IEP</i> | Salon D |
| | “Getting to Know You”: An Overview on New Special Education Manual <i>Area of Interest: Rules and Regulations/SpEd Manual</i> | Salon E |
| | Unlocking Your School’s Family Involvement Potential <i>Area of Interest: Family Involvement</i> | Salon F |
| | Connecting the Dots: Early Childhood Transition <i>Area of Interest: Early Childhood</i> | Salon G |
| | The LEA and TennCare Partnership: Meeting Student Needs for Medically Necessary Services <i>Area of Interest: Health Services</i> | Salon H |
| | From Rogersville to Memphis: The Journey of the TN SIG Preschool Literacy Training Project <i>Area of Interest: State Improvement Grant</i> | Memphis |
| | Legal Update on Transition to Successful Adulthood <i>Area of Interest: Transition</i> | Knoxville |
| | Tier 1 Classroom: Inside/Out <i>Area of Interest: RTI</i> | Chattanooga |
| | Finding Disability Resources 101 <i>Area of Interest: Disability Resources</i> | Jackson |
| | Fostering Hope and Education <i>Area of Interest: Children Services</i> | Capitol I |
| | Liven Up Your Lilly Pad <i>Area of Interest: Inclusion</i> | Capitol II |

Friday, February 27, 2009

9:45 - 10:15 am

Break

10:15 am - 12:00 pm

Closing Session

Nashville Ballroom

Somebody... Please Fix the Neon!

Ruth Wiseman, *TN Dept. of Education, TEIS*

Exemplary Program Awards, presentation by Joseph E. Fisher

Yoakley Award, presentation by Joseph E. Fisher

12:00 pm

Conference Concludes

Conference Program

Tuesday, February 24, 2009

4:00 - 7:00 pm Conference Registration

(Early Registration is strongly encouraged. Programs & materials will be available.)

Wednesday, February 25, 2009

7:30 am Registration Desk Open

7:30 – 9:30 am Coffee Break Ballroom Foyer

9:30 – 12:00 pm General Session Nashville Ballroom

Welcome

Joseph E. Fisher, Assistant Commissioner of Special Education

Greetings from the Department

Dr. Tim Webb, Commissioner of Education

Keynote: “Overcoming Life’s Goliaths”

Dave Weber, Weber Associates, Atlanta, GA

We all have “Goliaths” – barriers, obstacles and challenges that try to hold us down. Fasten your seat belts for stories of historical and modern day “Davids”, as they show the secret to overcoming those barriers and making real progress with your life. It’s the secret that all great leaders have known and practices. You have never heard a story teller like this... and you’ll never forget it!

12:00 - 1:30 pm Lunch (On Your Own)

1:30 - 2:45 pm Breakout Sessions

OUT OF THE BOX: Middle School Style

Salon A

Ron Spangler, *Principal, Ocoee Middle School* and
Sharon Pope, *Special Education Coordinator, Bradley County Schools*

Out of the box thinking is more than just a *notion* at Ocoee Middle School. It is being practiced through collaboration between special education and general education for the exploration, design and implementation of innovative solutions to common middle school educational dilemmas.

1:30 – 2:45 pm Breakout Sessions Continued

Under the direction of a leader, who emphasizes opportunities, not problems, teachers at Ocoee Middle School have taken a proactive approach to differentiated instruction for students with disabilities and at-risk learners by embracing the following program initiatives: 6th Grade Transition Program; Struggling Readers Program; and Grade Recovery Program.

School Psychologists Embracing RTI - How We Do It! Salon B

Kimberly Hale, *Associate Professor, Dept. of Human and Learning Development, East TN State University* and Debbie Deberry, *School Psychologist, Hardeman County Schools*

A panel of school psychologists representing several Tennessee school districts will discuss their experience with RTI and describe how the implementation of RTI has changed their role as a school psychologist. This is a question and answer session. Don't miss this opportunity to hear from your colleagues and their RTI experience.

"Let's Meet!" – Intervention Team How-To's and Data-Driven Decision Making Salon C

Traci Blackburn, *Reading Support Specialist*, Dana Work, *Special Education Instructional Consultant*, Kathy Lewis, *Special Education Instructional Consultant*, Stephanie Roundtree, *Reading Support Specialist* and Shalee Brown, *Certified Resource Teacher, Bradley County Schools*

Bradley County's approach to conducting organized, effective and efficient intervention team meetings will be presented by a team of general and special education staff. RTI specifics will be discussed regarding goal setting, collection of data and selection of interventions.

Compliance Monitoring Salon D

Cara Alexander, *Director*, and staff: Steve Boggan, Janice Bridwell, Frank Gosnell, Devin McClain, Marti Sparks, Hiram Tate and Nancy Turnbo, *Office of Compliance Monitoring, Division of Special Education*

Presentation will include updates in compliance monitoring procedures and areas of compliance concerns.

1:30 – 2:45 pm

Breakout Sessions Continued

SWPBS in Tennessee: Essential Elements in the Design and Delivery of Effective Tertiary Supports for Learners with Challenging Behavior

**Salon E
2.5 hour
Session**

Esther Joy Plank, Katie Nichols and Sandra Bicard, *University of Memphis*; Leia Blevins and James Fox, *East TN State University*; John Wheeler, Amy Gwilt, Richard Bumbalough and Michael Mayton, *TTU*; and Chris Shimer, *University of Tennessee, Knoxville*

This presentation will provide an overview of school-wide behavior support, with examples and data from schools in Tennessee that are implementing positive behavior support at all three levels (universal, secondary and tertiary). Specific classroom management techniques and a Check In Check Out secondary Intervention will be discussed. Attendees will also be provided with an understanding of evidence-based practices in the provision of individual (tertiary) supports for learners with severe and challenging behavior. These key elements will be presented in a stepwise manner aimed at fostering a greater understanding of how to design and deliver individual behavioral supports to those learners with more intense support needs, approximately 1-5% of all learners. The presenters will provide attendees with information pertaining to how systems must be in place within the school to foster success of tertiary supports and how function-based PBS through the functional behavior assessment process can yield meaningful multi-component behavior support plans that are designed to prevent, teach and reinforce replacement behaviors for these learners. Applied examples will be provided to assist attendees in generalizing the material within their respective settings.

(Continues at 3:45, following the break.)

A Model for Addressing the Needs of Students with Disabilities in Inclusive Settings

Salon F

Kim Mountjoy, Rebecca Burnett, Karen White and Mark Hoesel, *Teachers of the Visually Impaired*, and Vikki Vaughan, *Vision/AT Specialist, Metro Nashville Public Schools*

A model for addressing the needs of students with disabilities will be shared based on the Expanded Core Curriculum (ECC) for Students who are blind or visually impaired. ECC skills are essential for students with visual impairments to live independent, productive lives; and many of the skill areas can be generalized to all students with disabilities. Practical strategies on how to integrate these important skills in inclusive settings through collaboration and technology with proper planning, preparation and instruction will be highlighted.

1:30 – 2:45 pm

Breakout Sessions Continued

There's More Than One Way to Do Pre-K

Salon G

Janey Morris, *Principal, Four Star Academy, Athens City*; Marian Phillips, *Principal, Oak Ridge Schools Preschool*; and Debra Wilcox, *Supervisor of Elementary and Special Education, Johnson County*

The presentation will highlight the award-winning Pre-K program in Athens City Schools, Johnson County Schools and Oak Ridge City Schools and include their creative and innovative strategies for collaboration, scheduling, inclusion and intervention. A question and answer time will be included.

STRIVE PROJECT: Supporting Teacher Rejuvenation of Inclusive Environments in Education

Salon H

Sandra Cooley Nichols, *Instruction and Curriculum Leadership Dept.*, and Domeniek Harris, *Educational Consultant, University of Memphis*; Eureka Crowe, *Special Services Director, Fayette County Schools*; and Patricia Toarmina, *Executive Director of Exceptional Services, Memphis City Schools*

An overview of district-wide implementation of inclusive practices will be presented. The audience will be able to engage in active discussions focused on processes, planning and execution of a rural and an urban systemic inclusion project. Successes and barriers to inclusion will be reviewed, as well as next steps.

First Steps to Transition Planning: What to do at the Middle School Level

Memphis

Sheri Keel, *Partnerships for EdExcellence*

The first steps to transition planning start at age 14 in the State of Tennessee. This session will provide information on creating a statement of transition and how to use person-centered planning to ensure each student is on his/her way to a seamless transition from school to post-school outcomes, such as employment; education and training; independent living; and community involvement.

Dramatically Increase Student Reading Scores with Carbo Reading

Knoxville

Jennifer Jordan, *Mt. View School, McMinn County Schools*

A demonstration and discussion of the materials, activities and scheduling plan for a Carbo Reading Lab. This lab has resulted in dramatic reading gains for targeted at-risk 3rd – 8th grade students at Mt. View School. Some students have shown 2.6 years growth in Reading in only 8 weeks! Learn how it's done!

1:30 – 2:45 pm

Breakout Sessions Continued

Post Secondary Education for Individuals with Cognitive Disabilities – An update in Tennessee

Chattanooga

Sharon Bottorff, *The Arc of Williamson County*,
Elise McMillan, *Co-Director of the Vanderbilt Kennedy University Center on Excellence on Developmental Disabilities (UCEDD)*; and Wanda Willis, *Executive Director of the Tennessee Council on Developmental Disabilities*

The Tennessee Task Force for Post-Secondary Education for Students with Intellectual Disabilities has been established to plan and support the development of post-secondary programs on Tennessee college campuses. This session will discuss current initiatives of the task force, including the pilot project that began in Tennessee in January of 2009 at Vanderbilt University. The participants will understand the need for post-secondary programs on Tennessee college campuses for individuals with intellectual disabilities and will become aware of the pilot project underway at Vanderbilt University and future plans for expansion of programs.

Guiding the Gifted Reader

Jackson

Bonnie Digby, *Consulting Teacher for Gifted Education, Clarksville/Montgomery County Schools*

Participants will recognize and classify characteristics associated with gifted readers and will develop a better understanding of why meeting the needs of these students is important. Best practices in teaching gifted readers will also be shared.

Increasing Teachers' Expertise in the Classroom

Capitol I

Stephanie Walker, *Special Education Supervisor*,
Betty Blanton, *Special Education Literacy Leader*,
Penny Woody, *Special Education Transition Leader*,
Barbara Johnson, *Special Education Middle School Transition/Literacy Leader* and Threasa Jones, *Elementary Special Education Teacher, Roane County Schools*

Roane County Schools Special Education Department is at it again! Come see how they use personnel creatively to help teachers increase expertise in their classrooms. You will see how they have developed traveling trunks, traveling libraries and other resources to help special education teachers in all areas of a widespread rural county.

Wednesday February 25, 2009

1:30 – 2:45 pm Breakout Sessions Continued

**BRAIN INJURY 101: How to Support Students
With TBI – Part 1 of 2**

Capitol II

Jennifer Rayman, *Resource Specialist* and
Paula Denslow, *Project Coordinator/Resource
Specialist, Project BRAIN, TN Disability Coalition*

Traumatic Brain Injury? Concussion? Head Injury? Beginning with a basic understanding of brain injury and the potential impact it may have on students in all aspects of their lives, the audience will learn of valuable resources for their schools and families that they can take back and share. Part Two, following the break, is a unique presentation with a puppet program for Kids On The Block!

2:45 - 3:15 pm Break

3:15 - 4:30 pm Breakout Sessions

Easy IEP and Federal Preschool Data Requirements

Salon A

Debbie Cate, *NECTAC, Technical Assistance Specialist*,
Christen Hunter, *Public Consulting Group* and Pam Fuqua,
*Office of Early Childhood Data Manager, Division of
Special Education*

This session will provide an overview of required federal data and information regarding preschoolers and EasyIEP. Included will be how to enroll students prior to eligibility, using Early Childhood Outcomes Tabs, documenting hours and other issues related to developing IEPs for preschoolers.

**Protecting the Rights and Benefits of
Children with Disabilities**

Salon B

James E. "Ed" Maurer, *Attorney at Law, James E.
Maurer & Associates*

Special education teachers and staff are often asked to advise parents on what happens to their disabled child when they turn 18. What happens to his/her benefits? Who will take care of them? Where will they live? This session will cover everything you need to know about Conservatorships, Special Needs Trusts, Wills and Powers of Attorney for the special education professional.

3:45 – 4:30 pm

Breakout Sessions Continued

Revisiting Inclusive Practices at the Secondary Level by Focusing on Best Practice in Knox County Schools

Salon C

Barbara R. Wrushen, *Special Education Specialist*,
Jessica Birdsong and Marcy Hughes,
Special Education Consultants, Knox County Schools

This presentation outlines an initiative to improve inclusive practices in the secondary schools in Knox County. Sustainable inclusive practices require training in a number of areas: co-teaching, differentiated instruction, examining the concept of inclusion and improving inclusive school cultures. The presenters will explain how these trainings are approached and how follow-up, support and feedback are offered to maximize improved inclusive practices in the KCS secondary schools.

The 2% TCAP-MAS and Standards-Based IEPs: What Are They and How Will They Help Us?

Salon D

Donna Parker, *GSEG Project Manager*,
Division of Special Education

In April of 2007, the U.S. Department of Education announced an option for states to develop and administer an alternate statewide assessment based on modified academic achievement standards (MAS) for students with disabilities. The use of this test is tied closely to *Standards-Based IEPs*. Tennessee is in the process of developing this assessment and LEA guidance regarding use of the test, the identification of the students and development of standards-based IEPs. The whole initiative surrounding the 2% will be discussed and guidance for implementation in the LEA will be given.

Continuation: (SWPBS) in TN: Essential Elements in the Design and Delivery of Effective Tertiary Supports for Learners with Challenging Behavior

Salon E

Collaboration in Transition: Connecting the Dots

Salon F

Marie Wicks, *Transition Teacher* and Susie Thurman,
Coordinator, Williamson County Schools

How do you make the school experiences that students encounter after they complete 4 years of high school worthwhile and meaningful? Only through collaboration with school, communities and families can that happen. Students need a wide array of safe and successful real life experiences. Come and hear how we are tackling that in Williamson County.

Wednesday February 25, 2009

3:45 – 4:30 pm

Breakout Sessions Continued

Co-Teaching in the Differentiated Classroom: Some Assembly Required!

Salon G

Kendale M. White and Tarol Page Wells, *Program Supervisors, Memphis City Schools*

This session will empower teachers to educate diverse learners while supporting their social and emotional growth in the differentiated classroom. This presentation also includes methods for successfully adapting curriculum and instruction, and best practice methods to address instruction in a co-teaching classroom. Additionally, the participants will gain in-depth knowledge of collaboration and implementation strategies for the various co-teaching models.

Highly Qualified, Licensure and Preliminary Report Issues for Special Educators

Salon H

Vance D. Rugaard, *Executive Director of the Office of Teacher Licensing*

A brief overview of how to assure that special education teachers meet all the requirements of Tennessee Employment Standards, as well as the Highly Qualified requirements of both IDEA and NCLB. Participants will be reminded of the various endorsements for Special Education teachers, both those no longer being issued and the current ones. The new Pre-K endorsement will be explained, along with a review of the Praxis II Licensure exam requirements for Special Education endorsements.

Social Skills Training for Students with Autism

Memphis

Connie Eldridge, *Behavior Specialist* and Karen Kerley, *Services Coordinator/Assistive Technology Practitioner, Cumberland County Schools*

This presentation will present strategies for teaching social skills to students with autism. Participants will leave with practical, low cost methods, such as use of social stories, visual supports, website exploration and positive behavior supports.

3:45 – 4:30 pm

Breakout Sessions Continued

Special Session for all BASE TN Grantees

Knoxville

Cleo J. Harris, *Director of the BASE-TN Initiative*, and Joseph E. Fisher, *Assistant, Commissioner, Division of Special Education*

This session is designed only for universities and colleges that receive support through the Become A Special Educator in TN (BASE-TN) Initiative. Dr. Harris will address the amended BASE-TN Guidelines, with emphasis on implementation; BASE-TN follow-through and accountability requirements; revised management documents, including Promissory Notes and Exit Certificates; authorization to credit awards to students' accounts; end-of-year reporting; monitoring and compliance issues; 2009-2010 program recruitment requirements; and pertinent 2009-2010 budget information.

Writing IEPs for Gifted Students

Chattanooga

Lynn Howard, *Lead Teacher for the Gifted Program*, and Tara Strang, *School Psychologist, Hamilton County Schools*

Appropriate IEPs for gifted students must be based on the level of rigor available to the student in the regular curriculum, the student's strengths and interests, as well as the student's social/emotional needs. Since the majority of gifted students spend most of their school day in a regular education setting, this session will also address using the IEP to help classroom teachers with more appropriate instruction/intervention. Participants will leave the session with sample goals and objectives and resources for matching appropriate goals to student strengths.

P.O.P. - Potential Opportunity Power

Jackson

Mary Donnet Johnson, *Merry Pace Press and Member of the Governor's Advisory Council for the Education of Students with Disabilities*

Positive reactions to a serious diagnosis for families and/or first-responder professionals will be addressed. Ideas on how to determine strengths of the target child, identify pillars of support and form strategies for resiliency and teamwork to ensure collaborative success will be presented.

"Open Door to the World"

Capitol I

Doug Walker and Bill Schenk, *Assistive Technology Teachers, TN School for the Blind*

Demonstration of assistive technology devices used for students with blindness/LD/MR needs (Text to Speech); scanners; refreshable Braille and more will be included.

Wednesday February 25, 2009

3:45 – 4:30 pm Breakout Sessions Continued

**BRAIN POWER: Kids on the Block Educational
Puppetry Program Part 2 of 2
Continuation**

Capitol II

4:45 - 6:00 pm Reception

Cumberland Ballroom

***~ Please join us for~
Entertainment by Lake Rise Place
Refreshments and Conversation***

Thursday, February 26, 2009

8:30 - 9:45 am General Session

Keynote: “Key Components of School-wide Positive Behavior Supports” with special guest
Hank Bohanon, Loyola University of Chicago

9:45 - 10:15 am Break

10:15 - 11:30 am Breakout Sessions

Engaging Families: What We Have Learned

Salon A

Monica Causey, *Project Director, TPIRC*, and
Deidra Davis, *Parent School Partnership Specialist,
TN Voices for Children*

Educators are encouraged to learn from past experiences, try to better understand the parent/family perspective in working with educators and different ways to overcome barriers in building positive and collaborative relationships with a child's first “teacher.”

“Behavior Services, A Balancing Act”

Salon B

Becky Thompson, *Behavior Specialist, Rutherford
County Schools*

This presentation is an overview of the model for implementation of behavior assessment, support and intervention in the Rutherford County School System. It includes a look at the FBA, BIP process and the staffing to implement the programs in the county.

Note: This session is mandated for at least one representative from all school systems who were classified as “Needing Intervention” through their Local Letter of Determination.

It Takes a Team: Roles and Responsibilities of the Paraprofessional

Salon C

Julia Belihar, *Life Skills Instructional Facilitator*,
Lori Caher and Ada Winford, *Lead Teachers*,
Metro Nashville Public Schools

The paraprofessional plays an integral part in effectively meeting the needs of individual students in all school environments. We will share resources you can use to plan for and monitor the implementation of adaptations and accommodations for successful inclusion.

10:15 – 11:30 am **Breakout Sessions Continued**

Demonstrating Improvement for Indicator 13 (Mandatory Session for LEAs Monitored in 2008-09)

Salon D

Ed O'Leary, *Educational Consulting, Inc.* and Jane Winstead, *Director, Secondary Transition, Division of Special Education*

Developing and implementing transition focused IEPs that lead to positive post-school outcomes is even more important today with the increased emphasis on demonstrating improved post-school results and meeting the requirements for Indicator 13. Dr. O'Leary and Jane Winstead will talk about efforts across Tennessee that are demonstrating improvements in meeting I-13 and meeting the transition needs of students and families. Additionally, the how to's of writing appropriate improvement plans will be discussed.

Note: This session is mandatory for at least one representative from all school systems being monitored by the Division of Special Education this school year.

Evaluation, Eligibility and Reevaluation

Salon E

Ann Sanders-Eakes, *Associate Director of Assessment & Intervention Services, Division of Special Education* and Christen Hunter, *Public Consulting Group, Inc.*

The revised disability eligibility standards in August and December of 2007 included many changes and clarifications with some major revisions. In this session those changes will be highlighted. Additionally, concerns and questions regarding how eligibility information is handled in EasyIEP will be addressed. Finally, the recently updated Reevaluation process will be discussed. Questions will be taken on each area discussed and answered as long as time allows.

Imagination Station Technology and Human Stations: The Best of Both Worlds

Salon F

Sandra Steinhauser, *Reading Specialist*, and Suzanne Whitaker, *RTI Coordinator & Reading Specialist, Lenoir City Elementary School*

This RTI model blends elements of technology-based and teacher-directed assessment and instructions. Our program differentiates learning by combining the Imagination Station program with targeted, scaffolded, small-group instruction. The five pillars of reading and research-based practices are integrated in each component of our program in an inclusive setting.

10:15 – 11:30 am **Breakout Sessions Continued**

2009: The Year of Alternatives

Salon G

James Vince Witty, *Alternative Education Coordinator, Department of Education*

The Department of Education has diligently worked to support and promote alternatives to suspension and expulsion for Tennessee's students over the past several years. With the beginning of the New Year, 2009 is proving to be the year for alternative education. Participants will be provided with an update on the status of alternative education in Tennessee to include the newly developed *Alternative Education Program Model*. Changes and new requirements for the 2009-2010 school year will also be discussed to include new discipline data reporting requirements. Finally, current national trends/updates will be shared with participants to include the newly adopted standards for alternative education programs by the NAEA.

Private School/Agency Monitoring

Salon H

Calvin Burden, *Director* and Davis Hines, Mark Reep and Rodney Franks, *Consultants, Office of Private Schools Monitoring, Division of Special Education*

Staff from the Office of Private Schools Monitoring will discuss the content and compliance aspects of reevaluations, summary reports and eligibility standards. Time will be allotted for a question and answer session following the presentation.

Implementing a School-wide Behavior Program

Memphis

Glenda Brannon, *Guidance Counselor*, and Kristi Darnell, *Assistant Principal, Englewood Elementary*

R.A.M.S. (Responsible, Achieving and Motivated Students) is a school-wide positive behavior program that allows all students to earn rewards for grades, attendance and good behavior.

WhyTry? Innovative interventions that provide hope and motivate youth to overcome poverty, violence and failure

Knoxville

Christian Moore, *The WhyTry Organization*

The presentation provides the audience with several methods to teach emotional intelligence and life skills. This workshop emphasizes a strength-based approach to helping youth overcome their challenges using "multiple intelligences" methods, emphasizing the youths' learning styles to teach in ways that they will understand and remember.

10:15 – 11:30 am **Breakout Sessions Continued**

Successful Schools in TN - Serving Economically Distressed Communities: What teachers, administrators and parents have to say **Chattanooga**

Susan M. Benner, *Professor*, Kandy Smith, *Project Coordinator* and Gail Cook, *Project Coordinator, University of Tennessee*

As a part of the Tennessee State Improvement Grant, representatives from Tennessee elementary schools serving students who live in economically distressed communities that can be characterized as “successful,” particularly in the area of literacy development were invited to participate in a series of focus groups held in the east, middle and west areas of the state. Teams that included administrators, general educators, special educators and parents from a total of thirteen schools participated in these sessions. The purpose for these efforts is to inform Tennessee educators as to what school-based personnel, in successful elementary schools, located in economically distressed communities, attribute their success. Analysis of data from the focus groups will be presented.

Transition to Real Life: Strategies for HS Students **Jackson**

Annie Bilger-Reed, *Cannon County High School*

This program is designed to teach strategies, lessons and projects for the transition of high school students to the real world. The presentation will include: examples of classroom activities, portfolio assessments and project-based learning for transition. It will also show ways to incorporate English standards and practices into the planning of transition activities. There will be student examples including resumes, portfolios and essays.

Taking a School-wide Positive Behavior Support to Scale District-wide **Capitol I**

Jennifer R. Butterworth, *Director, Partnerships for EdExcellence*

To sustain individual school efforts to implement all three tiers of School-wide Behavior Support (SWPBS) requires a district-level, systemic, integrated initiative. This session will share (a) the district logic model for taking SWPBS to scale and (b) resultant actions, including strategies for integrating multiple initiatives, which are being taken by district leadership teams across Tennessee to support multiple schools in their journey to develop, implement, evaluate and sustain SWPBS.

10:15 – 11:30 am Breakout Sessions Continued

Using a TEAM Approach to Build Programs for Students with Autism

Capitol II

Diana Gossett, *Special Education Supervisor*, Lisa Hudgens, Martha Iroff and Peggy Amin, Becky Keeton and Carrie Otto, *Autism Support Teachers*, *Knox County Schools*

This presentation will describe how the school system developed an Autism Support Team to assist school teams (both general education and special education teachers/teaching assistants) who were struggling to meet the needs of their students with autism. The AST works with school team in concentrating on a targeted student. The team is facilitated in a process which requires them to work cooperatively and collaboratively with a facilitator to build effective programs for students with autism.

11:30 - 1:00 pm Lunch (On Your Own)

11:45 - 1:00 pm NEW THIS YEAR! Bonus Lunch Sessions*

**Bring lunch and learn while you dine. Salads and sandwiches will be available for sale and may be taken to lunch sessions.*

“Learning Disability Eligibility Determination”

Memphis

Debbie Deberry and Candyace Boyle, *School Psychologists*, *Hardeman County Schools*

This presentation will give practical guidelines for combining RTI data into a comprehensive Psychological Evaluation to be used for Learning Disability eligibility determination. Examples of reports will be provided which address students moving from the Developmentally Delayed category to Learning Disabled; new LD referrals using the RTI method of identification; and those students who do not appear to meet eligibility guidelines.

“K-5 Inclusion Plus”

Knoxville

Greg Cornelius, *General Education Teacher*, Dena Schoen, *Paraprofessional*, Christie Monous and Joy Pope, *Special Education Teachers*, *Woodbury Grammar School*

Teachers and paraprofessionals share how they have developed and implemented inclusion in a rural, high poverty school. Learn how staff uses multiple models such as supportive, complimentary and team-teaching to enhance instruction for all learners while also providing pullout time with intensive math and reading interventions for those who need it. Highlights will include lessons learned, video clips and a review of test data.

Thursday, February 26, 2009

11:45 – 1:00 pm **Lunch Sessions Continued**

“Step By Step to Transition”

Chattanooga

Uma Soman, *Lead Teacher of the Deaf*, Emily Byram,
Speech Language Pathologist and Stacy Chapman,
*Parent/Assistant Teacher, Mama Lere Hearing School at
Vanderbilt Bill Wilkerson Center*

Step by Step to Transition is a parent education program developed and used by professionals and parents at the Mama Lere Hearing School at Vanderbilt. This program focuses on issues related to transitioning from a special education classroom to a mainstream placement. In this presentation, we will provide information and strategies that parents and professionals have found useful as they prepare for this transition.

Accessing TennCare Dollars for Therapies and Related Services: The Role of Project TEACH in the Schools

Jackson

Karen VanDyke, *School Nurse Consultant,
Department of Health – Maternal and Child Health Division*

The presentation will focus on what Project TEACH is and how the program can help schools access TennCare monies for providing therapy to students in the schools. The presenter will allow time for questions.

1:00 - 1:30

Networking

1:30 - 2:45 pm

Breakout Sessions

Disproportionality: What is it & what can I do about it?

Salon A

Sue Gamm, *Professional Developer, Author and
Expert Witness, Public Consulting Group, Inc.*

Although racial/ethnic disproportionality in special education has been an issue for over 30 years, IDEA now requires states to seriously address the issue through monitoring and technical assistance. Learn how to address this issue proactively and to effectively tackle the problem.

1:30 – 2:45 pm

Breakout Sessions Continued

Inclusive Service Learning: Giving All Students The Opportunity to Serve

Salon B

Del Ray Zimmerman, *Access AmeriCorps Manager* and
Meredith Freeman, *Deputy Director of Service-Learning,
Volunteer Tennessee*

Service-learning is a teaching methodology that incorporates community service with already existing classroom objectives. Studies show that students who engage in service-learning have higher grades and self-esteem, along with lower absenteeism and rates of drug abuse. During this session, gain an introduction to service-learning and how to make it inclusive for all students, regardless of ability. Also learn about other service opportunities like AmeriCorps to help secondary students transition from school to work.

School-Wide Positive Behavior Support Practices: Teaching, Acknowledging and Redirecting Student Behavior

Salon C

Hank Bohanon, *Associate Professor, Director for the
Center for School Evaluation, Intervention and Training,
Loyola University, Chicago*

The goal of this presentation is to increase participants' awareness and skills regarding the implementation of School-wide Behavior Support (SWPBS) practices. Participants will have the opportunity to develop practices in teaching and acknowledging expected behaviors and non-confrontational strategies for correcting student behavior. An emphasis will be placed on preparing staff to implement these practices.

Note: This session is mandated for at least one representative from all school systems classified as "Needing Assistance" or "Needing Intervention" through their Local Letter of Determination.

Early Childhood Outcomes Part I

Salon D

Debbie Cate, *NECTAC, Technical Assistance Specialist*

This session is an overview of the federally required early childhood outcomes initiative that all systems will need to be trained in this spring. Part I is an overview of the rationale and process for determining early childhood outcomes. All systems who are not currently gathering this data are encouraged to send a representative to this session.

1:30 – 2:45 pm

Breakout Sessions Continued

TN Diploma Project Graduation Requirements

Salon E

Joseph E. Fisher, *Assistant Commissioner Division of Special Education* and Branson Townsend, *Executive Director, Office of Secondary Education Division of Accountability, Teaching & Learning*

This session will provide information on the new high school graduation requirements which will become effective with the freshman class of the 2009-2010 school year.

Job Training and Inclusive Practices: Education in a Business Setting

Salon F

Daniel Killian, *Special Education Coordinator, Metro Nashville Public Schools*

This presentation addresses community placements for students over 18 with an emphasis on vocational training. In Metropolitan Nashville Public Schools, students have an opportunity to work in a business setting while still addressing IEP goals.

Writing the Transition IEP

Salon G

Ed O'Leary, *Educational Consulting, Inc.* and Jane Winstead, *Director of Secondary Transition, Division of Special Education*

This session will instruct participants in how to write meaningful and effective IEPs for secondary transition. Topics will include measurable post-secondary goals, age-appropriate transition assessment and the relationship between all aspects of transition planning.

Utilization of a TIER Process for Behavioral Interventions

Salon H

Donna Yeane, *School Psychologist*, and Ashley Talley, *Special Education Teacher, Loudon County Schools*

As educators, we are being held accountable for our efforts of ensuring the academic, social and well-being of the students we teach. Current legislation requires school systems to become proactive in identifying and serving students with behavioral issues. In an attempt to meet this mandate, the Loudon County School System is piloting a tiered behavioral intervention process in two different schools. This process involves the same concept as RTI in that we are attempting to document changes in student behavior as a result of different interventions. The goal of the program is to identify undesirable behavior and replace the undesirable behavior with acceptable behavior through the use of a variety of interventions in which data can be obtained to determine the effectiveness of the interventions.

1:30 – 2:45 pm

Breakout Sessions Continued

A New Age in Audio Textbooks

Memphis

Jessica Johnson, *Recording for the Blind & Dyslexic*

Recording for the Blind & Dyslexic (RFB&D) audio textbooks are proven to improve reading rates, comprehension, attitude towards reading and self-confidence. We have the largest library of audio textbooks and literature in the U.S. and all recorded by knowledgeable volunteers. Our books come on page navigable CDs or our new downloadable format – AudioAccess, which allows you to download thousands of RFB&D titles directly from the RFB&D website to your Microsoft Windows ®-compatible computer. Books can then be synced to a compatible portable media player and you can take the books wherever you go!

Least Restrictive Environment for Students with Traumatic Brain Injury

Knoxville

Cecilia Franklin, *School Health Services Lead Teacher, Metro Nashville Public Schools* and Beth Urbanczyk, *Speech Language Pathologist, Renaissance*

This presentation will focus on strategies and techniques to enable students with traumatic brain injury to access the general curriculum. Environmental planning and professional development for general and special educators will be addressed.

It Takes 2 to Tango: RTI Meets Positive Behavior Supports

Chattanooga

Zaf Khan, *PBSI Project Director, Middle TN State University*

This presentation will focus on integration of PBS and RTI. Participants will come to understand that PBS and RTI depend on each other for improving student achievement. Attendees will receive a free training DVD on RTI and PBS.

Student Voices: What do high poverty youth say about their involvement in their educational programs?

Jackson

Carolyn Hughes, *Professor of Special Education, Vanderbilt University* and Barbara Washington, *Assistant Professor of Special Education, Murray State University*

Opportunities for self-advocacy are notoriously limited for youth attending high poverty high schools, particularly for students with severe disabilities. We interviewed students, primarily African-Americans, attending a high poverty urban high school, half of whom were identified with severe disabilities and half who were graduating general education seniors. We compare findings across the two student groups with respect to their reported involvement in their educational planning and use of self-advocacy skills and discuss the educational implications of our findings.

Thursday, February 26, 2009

1:30 – 2:45 pm **Breakout Sessions Continued**

Steer Your School toward Success with SIG Resources

Capitol I

Kathy Srunk, *SIG Project Director, Division of Special Education*, Reggie Curran, and Lisa Crawford, *University of Tennessee, Center for Literacy Studies*, Tom Buggey, *University of Tennessee at Chattanooga*, Julie Sullivan, *Family Voices of Tennessee*, Naomi Tyler, *IRIS Center* and Kandy Smith, *RTI School Consultant*

The Tennessee State Improvement Grant has provided teachers and parents across Tennessee with strategies for helping children (both general education and special needs) develop better learning and literacy skills, as well as ways for teachers and parents to work together to help children succeed in school. This session will demonstrate SIG's numerous products and tools, and show participants where to find these free resources.

Technology in the Inclusive Classroom

Capitol II

Sheila Pemberton, *Special Education Supervisor* and Linda Archer, *Assistive Technology, Overton County Schools*

Placing of classroom-based technology in a demonstration inclusion classroom with the commitment that no technology items purchased will ever sit unused on a shelf.

2:45 - 3:15 pm **Break**

3:15 - 4:30 pm **Breakout Sessions**

Response to Intervention or Road to Insanity? Facilitating Speech and Language in the RTI Process

Salon A

Rebecca W. Gray, *Speech Language Pathologist*, and Ann Harrell, *Developmental Preschool Teacher*

An explanation of why the Speech Language Pathologist/Special Educator should be involved in the RTI process. An outline of different RTI tier models will be presented as used by SLPs. Data supporting the models as well as interventions and resources will be highlighted.

3:15 - 4:30 pm

Breakout Sessions Continued

It is So Much Easier to Write! Self-Regulated Strategy Development and Writing Strategies

Salon B

Karin Sandmel and Michael Herbert,
Doctoral Students, Vanderbilt University

Students with learning disabilities or who struggle with writing need explicit, intensive instructions and support in the development of writing skills, composition strategies, self-regulation and positive attitudes about themselves as writers. The focus of this presentation will be on using the Self-Regulated Strategy Development (SRSD) approach and writing strategies for narrative and persuasive writing. Participants will learn how to: implement the SRSD approach and writing strategies for all students; how to accommodate and modify instruction for students with learning disabilities and who struggle with writing; and how to adapt the strategies for state writing assessments.

ELL and Students with Disabilities: Issues with Identification

Salon C

Jeanette Goggins, *School Psychologist* and Lawanna Shelton, *Executive Director, ELL, Metro Nashville Public Schools*

This presentation addresses issues related to identifying instructional needs of students with disabilities who are acquiring English as a second language. Methods and strategies to identify students' specific learning needs will be discussed.

Early Childhood Outcomes Part II

Salon D

Debbie Cate, *NECTAC, Technical Assistance Specialist*

This session is the second part of a presentation of the federally required early childhood outcomes initiative. Systems participating in gathering Early Childhood Outcomes data are encouraged to send a representative to this session. The focus of this session will include a discussion of early childhood outcomes, including time to share information between systems.

The TN Rehabilitation Center Network Measures Up for Successful Transitions!

Salon E

Mary Jane Ware, *Transition Program Coordinator*, and Kathryn Hinton, *Transitional Living Skills Supervisor, Department of Human Services, Division of Rehabilitation Services*

Participants will learn how to utilize the Tennessee Rehabilitation Center (TRC) network as a means of assisting individuals with disabilities prepare for successful employment. There are seventeen communities TRC facilities strategically located across the state and one comprehensive residential center located in Smyrna, Tennessee.

3:15 - 4:30 pm

Breakout Sessions Continued

Disproportionality: “It Ain’t What It Used to Be!”

Salon F

Ann Sanders-Eakes, Bob Blair, Larry Greer,
Robert Winstead and Davis Hines, *Division of Special Education*

Districts identified with Disproportionate Overrepresentation and/or Disproportionate Underrepresentation in the in the 2008-2009 school year are highly encouraged to attend this session. The State will share the criteria for determining districts with Disproportionate Representation as well as Significant Disproportionality and explain the Tennessee Rubric Evaluation of policies, practices and procedures Self-Assessment (TnREppp SA) required for these districts. Additionally, districts who have conducted this SA in previous years will share that process and how the SA has moved these districts toward the goal of not having disproportionate representation.

Preparing Students and Their Families for Transition

Salon G

Julie Sullivan, *Co-Director* and Tonya Bowman,
*Middle TN Family Resource Specialist, Family
Voices of Tennessee*

This presentation focuses on the transferring of skills as students transition into adult life. Participants will be provided tools to use with families and/or students to consider where they are today and where they want to be. There is a focus on health but participants will learn how one must have health before work or school can be successful.

**Tourette Syndrome and Associated Disorders
In the Classroom**

Salon H

Susan Conners, *Tourette Syndrome Association, Inc.*

This workshop will discuss the criteria for diagnosis of Tourette Syndrome (TS) and will include an in-depth description of the symptomology. It will also deal with the most common neurological disorders associated with TS, in particular, Obsessive Compulsive Disorder, Attention Deficit Hyperactivity Disorder, Learning Disabilities and the impact of these disorders on social emotional well-being, classroom performance and behavior. It will include specific strategies and techniques for working with children with TS and its associated disorders.

3:15 - 4:30 pm

Breakout Sessions Continued

“Have You Heard?” Strategies for Promoting Listening Skills

Memphis

Dana Kan, *Instructor* and P. Lynn Hayes, *Associate Professor, Vanderbilt Bill Wilkerson Center*

Do you ever feel like your students just aren't listening to you? Come learn strategies auditory-oral teachers to the deaf and hard of hearing use to promote listening everyday! This session will focus on maximizing listening skills in students. It will also provide strategies for creating a positive listening environment in order to promote on-task behavior.

**Understanding Movement Differences
Accommodating Students with Autism and
Severe Disabilities**

Knoxville

Erin Durrant, *Partnerships for EdExcellence*

Movement differences is defined as a disruption in the efficient and effective use of movement which may impede postures, actions, speech, thoughts, perceptions, emotions and memories. This session will focus on addressing preconceived notions of how we interpret the behavior of students with autism and severe disabilities. The term will be defined, examples will be given and accommodations will be addressed to assist service providers in adequately trying to meet the challenges that arise from interferences in starting, stopping, executing, combining, continuing and switching.

**What is Assistive Technology? How to
Implement AT on a Shoestring Budget.**

Chattanooga

Julie Burnett, *AT Coordinator*, Julie Haynes, *Special Education Teacher* and Alice Johnson, *Speech Language Pathologist, Bedford County Schools*

This presentation will give the attendee a basic knowledge of what assistive technology is and how to implement it in your school with little or no money. Many low to no cost ideas will be given with examples provided. There will be a door prize of a low tech AT kit for one lucky attendee. The presentation will be given by members of the Bedford County AT Team.

3:15 - 4:30 pm

Breakout Sessions Continued

**Summer Programs for Children and Youth in
Nashville, Davidson County**

Jackson

Debbie Grant, *Goodwill Industries of Middle TN, Inc.*

Come and learn about services Goodwill Industries provides for youth with disabilities! Goodwill Industries offers three distinct summer programs that benefit youth with disabilities in Davidson County and some surrounding counties. The programs are separate and unique in service. The Children's Integration Program serves children ages 6-15 who are diagnosed with autism. The Summer Work Program helps youths age 16-22 who have disabilities to work a summer job. The TRAC training program teaches youth valuable customer service skills they can use in employment or in the school setting. Goodwill has a year-round program as well to assist youth in obtaining work experience and employment.

Options for Home and Community Based Services

Capitol I

William Eddington, *Public Policy Director, TN
Council on Developmental Disabilities*

Access to home- and community-based services for children and young adults with disabilities varies, depending on the type of disability. It is important for families and professionals to understand the options available. This presentation will provide information on accessing home- and community-based services for persons with mental retardation, persons with physical disabilities and persons with developmental disabilities other than mental retardation or physical disabilities.

**Mental Health and Special Education: Working
Collaboratively to Ensure Student Success**

Capitol II

Denise Rollins, *Special Education Coordinator, Metro
Nashville Public Schools*, Lauren Munn and Marcy
Melvin, *Therapists, Centerstone*

This presentation addresses the mental health needs of students with disabilities, especially those students who struggle academically, behaviorally and emotionally. Strategies to support mental health need will be discussed.

Friday, February 27, 2009

| | | |
|----------------|--|-----------------------|
| 7:15 - 8:30 am | Coffee Break | Ballroom Foyer |
| 7:20 - 8:20 am | Early Bird Session: TN Diploma Project Graduation Requirements (Repeat Session) | Salon E |
| 8:30 - 9:45 am | Breakout Sessions | |
| | Parents as Partners: Empowering Parents in the Transition Process Karen Curry, <i>Metro Nashville Public Schools</i> Parental involvement in the transition process is often difficult to achieve in an urban high school setting. This workshop will provide activities and strategies that empower parents, and as a result, lead to more successful outcomes for students. | Salon A |
| | Co-Teaching to Include ALL Students Melissa A. Brown, <i>Partnerships for EdExcellence</i> Co-teaching is a practice that is essential, cost effective and supports educators in differentiating instruction to meet the needs of diverse students. This session will focus on the different approaches to co-teaching, when each is appropriate and what resources are available to assist in implementing various co-teaching models. | Salon B |
| | Miracle Gro for the Brain Jan Brewer, <i>Lifestyles Fitness, Teacher, Lewis County Middle School</i> As teachers, students, employers or employees, we are in constant pursuit of a magic potion to magnify learning, elevate achievement, energize productivity and ultimately increase the bottom line. Scheduling requirements, state mandates and personnel limitations dictate class time allotments; budgets cuts deflate morale and delay needed funding. Thus, the challenge of how to get more out of each learning experience or job assignment, without adding time or expense to those sessions, is an issue facing each one of us. In this session, I will demonstrate ways to facilitate an enthusiastic and energetic climate that has already documented phenomenal gains in achievement and production. Bring your creative self, and leave your inhibitions at the door. | Salon C |

8:30 - 9:45 pm

Breakout Sessions Continued

Easy IEP Annual Update

Salon D

Christen Hunter, *Public Consulting Group, Inc.*

Public Consulting Group (PCG) will host a presentation to review a variety of topics relating to EasyIEP including Options in EIS, EasyIEP Top 10 Tips, Non-Star District Imports, EasyFAX FAQ, etc. Join PCG staff and guests to get the latest news and updates.

“Getting to Know You”: An Overview on the New Special Education Manual

Salon E

Don Thompson, *Liaison for State Special Schools, Division of Special Education*, and Jenness Roth, *Executive Director, Support and Training for Exceptional Parents (STEP)*

Our State's Special Education Manual has been updated to reflect changes in IDEA 2004 and the regulations which have been promulgated. The new manual also includes the changes that have been made in Tennessee laws and regulations.

Unlocking Your School's Family Involvement Potential

Salon F

Julie Sullivan, *Family Voices of Tennessee* and Reggie Curran, *University of Tennessee, Center for Literacy Studies*,

Participants in this session will receive copies of two State Improvement Grant (SIG) publications that will help them to reach families, increase parent/teacher collaboration and improve student outcomes. Session presenters will share both parent and teacher perspectives of family involvement endeavors. Featured publications include: “Unlocking Your School's Family Involvement Potential” and “Building Bridges Between Home and School: Stories of Success from Lawrence County, Tennessee”.

Connecting the Dots: Early Childhood Transition

Salon G

Jill Richardson, *Training and Workforce Development Coordinator, TEIS*, and Debbie Cate, *NECTAC, Technical Assistance Specialist*

An overview of the content contained in the web-based curriculum “Connecting the Dots: Early Childhood Transition”. The curriculum is a tool to be used by Part C (TEIS) and Part B (LEA) personnel as a first wave of transition training for all staff directly involved in early childhood transition planning. The curriculum is self-paced with test-based competencies after each module. A certificate will be available to all participants upon successful completion of all three modules. The web-based program will have the option for data collection by TEIS District and LEA.

8:30 - 9:45 pm

Breakout Sessions Continued

The LEA and TennCare Partnership: Meeting Student Needs for Medically Necessary Services **Salon H**

Susanne Roy, *EPSDT/Outreach Manager*, and
Jeanne James, *Medical Director, Bureau of TennCare*

When the LEA identifies medically related services needed to support a child and optimize learning, for children participating in TENNderCare (Tennessee's Early Periodic Screening, Diagnosis and Treatment program), collaborating with TennCare may be an effective, and cost-saving, resource for accessing these services. Along with additional representatives from TennCare and the managed care contractors, Dr. James will offer information to aide LEAs in effectively identifying children who are eligible for services through TENNderCare and differentiating between medically necessary services and educationally necessary services. The presenters will also outline the process for collaborating to obtain medically needed services for children enrolled in TennCare.

From Rogersville to Memphis: The Journey of the TN SIG Preschool Literacy Training Project **Memphis**

Alissa Ongie, *SIG Preschool Consultant, East TN State University*

This session will provide an overview of the services and products provided by the Preschool Literacy Training Project, a portion of the Tennessee State Improvement Grant (SIG). Participants will learn about what SIG has offered to participating preschools during the course of the grant, and how these services have impacted quality in individual preschool programs.

Legal Update on Transition to Successful Adulthood **Knoxville**

Cynthia E. Gardner and Sherry A. Wilds, *Staff Attorneys, Disability Law & Advocacy Center of Tennessee, Inc.*

This presentation will provide information about the various legal mandates and court cases in the area of transition. Attendees will obtain a deeper understanding of the importance of good transition planning to help students with disabilities be able to successfully function in the communities, post-secondary education and workplace.

Tier 1 Classroom: Inside/Out

Chattanooga

Debbie Williams, *Hardeman Empowering Achievement Response Team (HEART), Hardeman County Schools*

Presentation will show step by step guidelines on how to build an effective Tier I classroom with the whole group, small group and literacy centers. Presentation will include instructional strategies as well as discuss differentiation and how to group students.

Friday, February 27, 2009

8:30 - 9:45 pm

Breakout Sessions Continued

Finding Disability Resources 101

Jackson

Ashley Coulter, *Outreach & Training Coordinator*, and
Carole Moore-Slater, *Director, Tennessee
Disability Pathfinder, Vanderbilt Kennedy Center*

Overview of Tennessee Disability Pathfinder, a statewide bilingual information and assistance project that includes a statewide bilingual HELpline, website resources on a local, state and national level, Hispanic Outreach Program and accessibility training project. We'll be providing practical tips on accessing online database (statewide agency database and Camino Seguro data of bilingual providers in Middle and West TN), working with families in the Hispanic community and other disability resources. Disability Pathfinder is a project of the Vanderbilt Kennedy Center and Tennessee Council on Developmental Disabilities.

Fostering Hope and Education

Capitol I

Lane Simpson, *Director of Independent Living
Services* and Mary Meador, *Director of Education
Department of Children's Services*

The national average of school-aged children and youth served in special education is close to 12%. Numerous studies indicate anywhere between 23% -47% of children and youth in out-of-home care in the U.S. receive special education services at some point. According to a report written by the National Council on Disability (2/26/08), youth with disabilities in the foster care system are one of our most vulnerable populations. This presentation will explore the unique challenges faced by these youth as they negotiate their way through multiple systems as they transition to adulthood.

Liven Up Your Lilly Pad

Capitol II

Lisa Bell, *Regular Education Inclusion Teacher*, and
Renee Cooper, *Special Education Inclusion Teacher,
Camden Elementary School, Benton County*

This session will be an introduction to assessment and use of the Leap Track Grade Level Instruction System for Grades 1 & 2 and the Literacy Center Special Education Kit for Pre-K – Grade 2. Hands-on learning with actual components of both systems will be provided to allow the attendee to experience the system. Actual assessments will be shared. The Leap Track Systems will enhance inclusion classrooms and can be used to differentiate instruction.

9:45 - 10:15 am

Break

Friday, February 27, 2009

10:15 - 12:00 pm **Closing Session**

Nashville Ballroom

Somebody... Please Fix the Neon!

Ruth Wiseman, *Department of Education, TEIS*

Jason's Saturday morning request was simple: to go to his favorite local store and look around. Without any warning, this day turned out to be a disaster. With candor and humor, Ruth Wiseman tells this and many other stories about her son and the impact he had on everyone he met.

Exemplary Program Awards, presentation by Joseph E. Fisher

Yoakley Award, presentation by Joseph E. Fisher

12:00 pm

Conference Concludes